



# Progression in the 3 Big Ideas of Reading Comprehension

The 'Big Ideas' in reading at Park End Primary are **word meaning, fact retrieval and inference**.

## Rationale (Intent)

These skills have been chosen with our learners in mind at all times. It is our belief that in order to be competent readers and truly experience the pleasure of reading, learners **need** the skills attached to understanding word meaning, fact retrieval and inference. Without these specific skills, children cannot access age-appropriate texts with the right level of comprehension. Our reading curriculum is designed so that the other skills of reading are taught and revisited across the year to complement the big ideas.

## Progression (Implementation)

Each document begins with the very earliest stages of learning for that particular big idea. It then suggests how this skill can be developed and what progress looks like for that element of reading. The document is not split into year groups or phases as we believe teachers must decide on the most appropriate stage for their pupils, using effective assessment for learning.

The statement provides guidance with deciding what pupils have already achieved and how to build upon this learning. This is then supported by suggested activities and probing questions to help with the teaching and learning of the skill.

## Making Links and Revisiting (Implementation)

It is expected that the big ideas will be continually revisited within the academic year for each year group and will also be revisited across year groups, hence creating a 'spiral curriculum' that allows for forwards and backwards learning.

It will also be necessary and beneficial to learners for links to be made between these reading skills and the other areas of the curriculum. Reading underpins so much of learning and there will be many opportunities to apply these reading skills within other curriculum subjects. Some of these opportunities have been explicitly highlighted within the documents but it is an expectation that teachers will be looking to enhance their teaching of all subjects using links to reading where possible. This also includes using learning from other curriculum subjects within reading lessons.

## Impact

Learners are able to build a confidence with these essential reading skills as a result of the consistent revisiting across their primary reading journey. This solid understanding of the texts as a whole allows learners to truly read for pleasure and gain a never-ending enjoyment of books. In addition to this, learners understand that these reading skills are utilised across the curriculum in a range of subjects. They know that these skills are used regularly in life to help us gain an understanding of our world and situations we face.



## Word Meaning

EYFS – read and understand simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

1a – draw on knowledge of vocabulary to understand texts

2a – give/explain the meaning of words in context

|  | Strategies/Probing Questions   |
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| <p>Pupils learn how to share meanings of words with which they are familiar. They can give some examples of the word being used in a sentence.</p> <p>Introduce the word, 'definition' when appropriate.</p> | <ul style="list-style-type: none"> <li>• Complete activities focused on recently acquired vocabulary and words relevant to current learning.</li> <li>• Ask pupils to share definitions on words with learning partners.</li> <li>• Take all opportunities for pupils to provide definitions for words they have learned.</li> <li>• Give children examples of the words being used inaccurately and ask them whether they agree with its usage. What do they notice?</li> </ul> <p><i>What does the word (X) mean? How can you use that word in a sentence? Does it always mean the same thing? Does that word make sense in this sentence?</i></p>                     |
| <p>When reading (or listening to a text), pupils recognise when they are unsure of the meaning of a word. Pupils learn to stop and attempt to understand the meaning of the unfamiliar word.</p>             | <ul style="list-style-type: none"> <li>• Pre-empt vocabulary that is new to the children or words that they may not be familiar with.</li> <li>• For these words, prepare visual connections that could help with understanding.</li> <li>• Consistently encourage pupils to question unfamiliar vocabulary.</li> <li>• Challenge pupils when they move on from a word that could be unfamiliar to them.</li> </ul> <p><i>Have you ever read or heard the word (X)? Which words in this part of the text/sentence are you unsure of? Are you sure about the meaning of this word? Are you confident that you could explain the meaning of this word to a friend?</i></p> |

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| <p>Pupils begin to speculate about the meaning of new words that they encounter, making links between these and words for which they already know the meaning.</p>  | <ul style="list-style-type: none"> <li>• Give children new words to define alongside familiar words so that they can make links, e.g. using synonyms in exactly the same sentence: “<b>Hold</b> your pencil tightly. <b>Grip</b> your pencil tightly.”</li> <li>• Clearly identify and signal the synonyms for pupils.<br/><i>What do you think this word might mean? How has it been used? Can you think of a different word that would make sense there? Can you use diagrams, pictures or anything else from the text to help make a link with that word?</i></li> </ul>  |
| <p>Children will learn how to find the meaning of an unfamiliar word where an explicit explanation is given in preceding or subsequent sentences or in a glossary.</p>                                      | <ul style="list-style-type: none"> <li>• Provide children with small passages of text in which the explanations of unfamiliar words surround the word.</li> <li>• Use texts that provide glossaries and word banks to encourage children to use all parts of the texts to formulate definitions.</li> <li>• Play games that involve children hunting through the texts for the definitions and explaining the word in their own way to a partner.<br/><br/><i>How could we find out the meaning of this new word? Is there anything in the text that tells us the meaning? What is a glossary and what is it used for? Check the sentence before and after the word.</i></li> </ul>                        |
| <p>Children learn to use the morphology (structure/form) of a word to help understand its meaning. Pupils must learn to use the root word meaning and apply understanding of any prefixes and suffixes.</p> | <ul style="list-style-type: none"> <li>• Practise deconstructing words and looking at the different parts of a word: root, prefix, suffix.</li> <li>• Look at word families and allow the children time to explore these.</li> <li>• Plan lessons for pupils to learn about the meanings for prefixes and suffixes, e.g. photo – means light, -ness usually makes an abstract noun.</li> <li>• Encourage children to analyse words and try to use what they know about language to think about what a root word could mean.<br/><br/><i>What is the root word? Have you heard this word or a word that is similar to this? Are there any prefixes or suffixes? What do they do to the word?</i></li> </ul> |

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| <p>Pupils develop a checking strategy for understanding new words. They learn to assess whether a suggested meaning makes sense within the context of the sentence/passage.</p>             | <ul style="list-style-type: none"> <li>• Use deliberate errors to help children learn how to check the suggested meaning fits the context. Suggest meanings for words that do not make sense and ask the children to explain the issue.</li> <li>• Always encourage the children to re-read the sentence/passage with their suggested meaning included and question whether it is plausible.</li> </ul> <p><i>Does your meaning make sense in that sentence? How do you know that the word cannot possibly have this meaning?</i></p>  |
| <p>Pupils now need to use the context in which the word has been used to help understand its meaning. They need to be taught to look for synonyms, antonyms, examples and explanations.</p> | <ul style="list-style-type: none"> <li>• Encourage children to read the sentences that surround the word, both before and after it.</li> <li>• Dedicate lessons to understand what a synonym/antonym is and how they can help us understand what a word means: <ul style="list-style-type: none"> <li>○ E.g. The girl was by no means an <i>expert</i> (<i>antonym</i>) in rock climbing. In fact, she was a bit of a <b>novice</b>.</li> <li>○ His toothache was <i>really painful</i> (<i>synonym</i>) – he actually said it was <b>excruciating</b>.</li> </ul> </li> <li>• Give children a new word and its meaning. Ask them to find the part of the text that would help them understand that meaning.</li> <li>• Encourage children to use trial and improvement with thinking about what the word could mean. Think of a possible definition and try it within the context – does it work as well as other possible definitions?</li> </ul> <p><i>Read the sentences before and after the one containing this word. Are there any words that help us work out what it could mean? Has an explanation of the word been used anywhere? Are there any examples that could help us understand the word? Could any of these words be acting as an antonym or synonym for our word? Does the information surrounding the word help us think about our knowledge of the world? Can this help us understand this word?</i></p> |
| <p>Children understand that sometimes the meaning of a word can vary depending on the context in which it is being used. E.g. the</p>   | <ul style="list-style-type: none"> <li>• Look at the differing meanings for a word and the contexts in which they make most sense.</li> </ul>  |

word **commit** can mean to have completed an act but can also mean to be dedicated to something.

- Use deliberate misconceptions to encourage pupils to check that they have assigned the most appropriate meaning to the word in its context.
- Think about using the question stem of: 'Find the word closest in meaning to...' to help children think about the most fitting meaning for a word.

*Can you think of a different meaning for this word? Do you already know one way in which this word can be used? Is that the most appropriate understanding of it within this context? Can you make a link between the definition you know for this word and how it is being used in this text?*

## Fact Retrieval



EYFS – read and understand simple sentences. Describes main story settings, events and principal characters. Knows that information can be retrieved from books and computers.

1b – identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

2b – retrieve and record information/identify key details from fiction and non-fiction

|  | Strategies/Probing Questions   |
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| Pupils are able to talk about the title and events in books they have read or heard.                                   | <ul style="list-style-type: none"> <li>• Discussions with children during 1:1 reading sessions.</li> <li>• Discussion lesson based on books that have been read as a class.</li> <li>• Children to draw pictures about what happened in their book and talk through what they have drawn.</li> <li>• Book Talk: using the title and the front cover of a book.</li> </ul> <p><i>What is the title of this book? What does that mean? What might this book be about? Can you tell me what happened in this book? Can you remember the events of the book?</i></p> |
| Pupils enjoy reading key stories, fairy stories and traditional tales because they know them well and can retell them. | <ul style="list-style-type: none"> <li>• Use Talk for Writing and drama activities to retell traditional tales and fairy stories.</li> <li>• Children can use pictures to retell a story.</li> <li>• Children can retell a story in groups by taking it in turns.</li> </ul> <p><i>What do you enjoy about this story? Can you tell me the story in your own words? What is your favourite part of the story?</i></p>  |
| From texts they have read or heard, they learn how to recall main points (who, what, where, when, how, why?)           | <ul style="list-style-type: none"> <li>• Discussions with children during 1:1 reading sessions, ensuring the full range of question words are being used.</li> <li>• Children can answer these questions after listening to/reading a class story.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Explicitly teach children that they need to look for an appropriately matched answer depending on the question word: <ul style="list-style-type: none"> <li>○ Who? – Person or character</li> <li>○ Where? – Place</li> <li>○ When? – Time/date/time adverbial</li> <li>○ Why? – Reason</li> <li>○ What and how depend on the rest of the question and so a definitive type of answer is not possible.</li> </ul> </li> <li>• This skill will need to be consolidated and revisited throughout the children's progression in fact retrieval. Use professional judgement to assess when they have secured this aspect.</li> <li>• Use deliberate mistakes to show when answers do not match to the question word.</li> <li>• Visual clues to make connections between question word and type of answer.</li> <li>• Hot seat characters from stories to help children practise answering these main recall questions.</li> </ul> <p><i>Who did...? When did this happen? Where was the story set? Where was the character...? Why did X do that? What do you think are the main points from this story? If we are thinking about when/where/who/why, what should our answer be?</i></p> |
| Pupils learn to identify the main events in the text and can sequence them in the order that they happened. | <ul style="list-style-type: none"> <li>• When given pictures of the main events in a text, pupils put them in the order they happened.</li> <li>• Children can verbalise which events came before/after others.</li> <li>• Pupils can recognise when someone has sequenced the events correctly or incorrectly.</li> <li>• Give children the main events in text form and ask them to be sequenced.</li> <li>• Children to draw the events in order that they happened.</li> <li>• Pupils can put the main events of a text in order they happened when they are written in text.</li> </ul>   |

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|  | <p><i>What happened first in the text? What came after that? How did the text end? Did X happen before or after X in the text? Can you put these things in the order that they happened in the text? What happened next? Is that the order in which those things happened?</i></p>   |
| <p>Pupils are able to identify what they know for certain from the text about: characters, places and events in fiction texts and about different topics in non-fiction texts.</p> | <ul style="list-style-type: none"> <li>• Use activities such as 'role on the wall' to identify what is known for certain about characters.</li> <li>• Make fact files about the characters and settings (fiction) or specific topics (non-fiction), containing only information we know for certain.</li> <li>• Ensure children can prove their facts using the exact words from the text.</li> </ul> <p><i>What do we know for certain about X? What in the text proves that for definite? What facts can we put together about this topic? Can we guarantee that this information is factual?</i></p>  |
| <p>When pupils are reading, they should be taught to scan for a specific purpose e.g. looking for specific information e.g. names of characters.</p>                               | <ul style="list-style-type: none"> <li>• Complete simple scanning activities and games.</li> <li>• Make sure you begin by teaching pupils how to scan for obvious and very specific information. E.g. names, places, dates/times, colours, etc.</li> <li>• Used timed games to embed the idea of scanning being a quick process within reading.</li> </ul> <p><i>Can you quickly find the name of the main character? In X seconds, how many names can you find? Can you find the date the event took place? Can you beat your own time for finding all of the X in the text?</i></p>  |
| <p>Children now develop the strategy of identifying, selecting and highlighting key words in a sentence to answer recall questions.</p>  | <ul style="list-style-type: none"> <li>• Spend time exploring only the question without any request for the answer.</li> <li>• 'Think out loud' when reading the question and discuss the words that will be and will not be important.</li> <li>• Lead quality discussions about why we identify key words and what makes a 'key word'.</li> <li>• Give children time to identify/select/highlight key words in questions. Does their partner agree?</li> </ul> <p><i>Which words in this question do we need? Which words do we not need? Why do we need this word but not this one? What information will this key word help us find? I'm thinking of highlighting this word, do you agree?</i></p> |



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| <p>Pupils can find and write down facts and information from non-fiction texts.</p>                       | <ul style="list-style-type: none"> <li>• Research tasks for gathering knowledge about topics are perfect for this aspect of fact retrieval.</li> <li>• High-quality non-fiction texts must be available for pupils.</li> <li>• Model using non-fiction texts to find relevant information and facts.</li> <li>• Create opportunities for pupils to decide which information they do and do not need. Model and scaffold this.</li> <li>• Practise making notes.</li> <li>• Increase the length of the text depending on the confidence of the pupil.</li> </ul>   |
| <p>Pupils are encouraged to locate information using contents, index, subheadings, page numbers, etc.</p> | <ul style="list-style-type: none"> <li>• Pose questions where the answers can only be found from aspects of the text like the subheadings, titles, etc.</li> <li>• Dedicate lessons to exploring the sections/parts of texts that pupils often neglect when reading independently: index, glossary, subheadings, chapter titles, etc.</li> <li>• Play 'Treasure Hunt' games using index/content pages and page numbers.</li> <li>• Give children texts without these features and discuss what is difficult about locating information without them. Allow them the chance to create the features themselves.</li> </ul> <p><i>What do we use an index/contents page for? Why are headings/subheadings important? Can you find this information without reading the main body? How does having these headings change how we read the text? On what page could I find out about X?</i></p> |
| <p>Pupils are able to skim and scan short passages to answer recall questions.</p>                        | <ul style="list-style-type: none"> <li>• <b>Scanning</b> = reading over the words quickly in order to locate a certain word, group of words, fact, figure, number, etc. <ul style="list-style-type: none"> <li>○ Continue to play timed scanning games.</li> <li>○ Give children specific scanning passages, in which certain words or types of words appear several times, e.g. how many animals can you find?</li> <li>○ Combine skill of identifying key words in the questions with scanning skills. Ask children to make it explicit which words they could scan for. Why would they scan for those words?</li> </ul> </li> <li>• <b>Skimming</b> = quickly reading over the passage to gain a general understanding of the main idea.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>○ Give children time constraints for reading a short passage and then they must give you the most important point from it.</li> <li>○ Ask pupils to condense the passage down to one sentence.</li> </ul> <p><i>In X seconds, can you find all of the colour words in this passage? Which words should we be scanning for? Where do we find the words that help us scan? Without reading in detail, can you find this key word in the passage?</i></p> <p><i>What is the most important point from this passage? What is the main idea? How quickly can you get the general message of the passage? Can you give me the main points in one sentence?</i></p>  |
| Pupils are taught to take information from diagrams, flow charts, tables and other graphic representations.              | <ul style="list-style-type: none"> <li>• Works particularly well with non-fiction texts. Many information books will represent facts in a range of visual manners.</li> <li>• Strong cross-curricular links can also be made with maths and science.</li> <li>• When researching topics for other areas of the curriculum, present the information to pupils in tables, diagrams and flow charts.</li> <li>• Model how to read and retrieve information from these representations.</li> <li>• Explore questions that rely on information being retrieved from tables, etc and use the 'thinking out loud' strategy to make it explicit to pupils.</li> </ul> <p><i>How do we understand this table/diagram/chart? What information is being presented here? What does this diagram have that helps us understand it better? Why has the writer chosen to use a table to present this information?</i></p> |
| Pupils must now use direct reference to the text when retrieving the main points or finding answers to recall questions. | <ul style="list-style-type: none"> <li>• This element of fact retrieval is about proving that pupils have retrieved the information accurately and precisely. This is about showing a more sophisticated understanding of the information in the text and knowing exactly what it means.</li> <li>• Ask children recall questions from any text and ask them to give you the exact word or group of words that form the answer. Discuss whether the direct reference is accurate and precise. Does it answer the actual question?</li> <li>• Provide children with answers to questions that are not accurate and allow pupils to explore where the mistake has been made, using direct reference to the text.</li> </ul>  |

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|  | <p><i>How do you know that you have retrieved the information accurately? What does the text say that gave you the answer? Could that part of the text actually mean anything else? Can you prove to your partner that you have accurately retrieved the right fact? If a pupil gave this answer..., what part of the text have they used? Is it correct?</i></p>  |
| <p>Pupils become aware of when they can use fact retrieval to answer a question and when they cannot.</p>  | <ul style="list-style-type: none"> <li>• Share a range of fact retrieval questions, ranging in complexity, and discuss how you know the answer can be directly retrieved from the text. <b>It might help to use fact retrieval questions from previous PiXL reading papers as a resource.</b></li> <li>• Then, look at questions which are not fact retrieval and discuss the differences.</li> <li>• Ensure pupils are familiar with the term fact retrieval and refer to it when answering reading questions or when gathering information in other lessons.</li> <li>• Be explicit when looking at questions as to why it is fact retrieval, or why it is not.</li> <li>• Discuss why it is important that we know when we can use fact retrieval to answer a question.</li> </ul> <p><i>Is this a fact retrieval question or not? How do we know? What are the features of this question that make it fact retrieval? Why is this question <b>not</b> fact retrieval? Can I use only retrieval directly from the text to fully answer this question?</i></p> |
| <p>Children can answer a range of fact retrieval question types: matching, ordering, tables, copying, cloze procedure, short response, multiple choice, etc.</p> | <ul style="list-style-type: none"> <li>• Make these question types into engaging activities as well as a type of reading test question.</li> <li>• Matching questions could be introduced as a game of ‘Go Fish’ or ‘Snap’. Matching activities on iPads, with sorting cards, etc. Then, focus on the strategy needed to answer matching questions in a more formal way.</li> <li>• Ordering should be linked to other areas of the curriculum, particularly history and maths. Pupils can order scenes from short videos, parts of familiar stories/events, pictures from books. Then, teach the strategy of answering an ordering question: reading each statement, find it in the text and underline it, then order them correctly.</li> <li>• Tables are, again, used across the curriculum so children should be made familiar with how to use them effectively. Look at a range of different tables used in texts (usually non-fiction) and how to read them. Discuss how to complete tables with missing information and</li> </ul>                       |

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|   | <p>give pupils opportunities to apply this. When children are presenting their own information, suggest that they use a table for some of the facts.</p> <ul style="list-style-type: none"> <li>• When learning how to retrieve facts, ensure that this is done using all of the different question types.</li> </ul>  |
| Pupils are now able to skim and scan whole texts to retrieve information and gain an understanding of the text.                 | <p><b>Same skills as above but with whole texts.</b></p> <ul style="list-style-type: none"> <li>• Children should be taught how to choose the best words to scan for. <ul style="list-style-type: none"> <li>◦ E.g. A text about rainforests. Question: 'Which animal is the biggest predator in the rainforest?' Children need to learn that scanning for the word rainforest would not be productive.</li> </ul> </li> </ul>   |
| <p>Pupils are taught to tell the difference between statements of fact and opinion.</p> <p><b>(National Curriculum Y5+)</b></p> | <ul style="list-style-type: none"> <li>• This may appear to be a simple concept but can often be a confusing learning point for pupils.</li> <li>• Fact and opinion is something that is important for various situations in life and not just reading questions.</li> <li>• There can be confusion with true/false and whether the pupils agree with it or not.</li> <li>• <b>Fact</b> = something that can be proven to be true.</li> <li>• <b>Opinion</b> = what someone thinks or feels about something.</li> <li>• Sorting activities between fact and opinion (link these to themes and topics). Ask children to justify their sorting - often helps to highlight misconceptions.</li> <li>• Provide a range of activities that allow children to explore what a fact is and what an opinion is first. Focus on whether or not the statement could be proven by someone.</li> <li>• Make the children aware of the different ways in which a statement could potentially be proven: photographs, DNA, artefacts, official records, diary entries, maps, etc.</li> <li>• Move on to looking at when and why facts and opinions are used: newspapers, witness statements, reviews, debates, etc.</li> <li>• Expose children to statements that combine both fact and opinion. Which elements make it fact, which make it opinion?</li> <li>• Teach children how to answer fact/opinion questions that require them to tick whether a statement from a text is fact/opinion.</li> </ul> |

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|  | <p><i>Can this statement be proven? How could someone prove whether it was right or wrong? Is it based on evidence or is it what someone thinks about a topic? Is the whole statement fact or opinion? Why has the writer used facts, opinions or both?</i></p>   |
| <p>Pupils understand that the words from the questions might not be exactly the same as those used in the text and they made need to identify synonyms or synonymous phrases.</p>  | <ul style="list-style-type: none"> <li>• Once children are confident with answering fact retrieval questions that use the exact same wording as the text, they should be introduced to questions which use slightly different wording.</li> <li>• Children will need to understand the concept of a synonym and a synonymous phrase. I.e. different words being used to mean the same thing.</li> <li>• When verbally asking children questions about the reading, try to alternate the words you use so that children become familiar with different ways of saying the same thing.</li> <li>• Explore together questions that are synonymous to the words used in the text and discuss what the words in the question mean.</li> </ul> <p><i>What do the words in this question mean? Can we find those words in the text? Can you think of any other words that could have been used instead of the ones in the question? Can you find the part in the text it could be linked to? Can these words mean the same as those in the question?</i></p> |
| <p>Children are able to record information they have read in fiction and non-fiction in different ways: flow charts, for/against columns, charts, etc. Uses the most appropriate recording method for the information.</p> | <ul style="list-style-type: none"> <li>• Strong links with using high-quality texts for writing stimulus.</li> <li>• At first, and when best for the learning, children will need to be directed on how to record their information.</li> <li>• Give the models and good examples of information being converted into different representations.</li> <li>• Plan for opportunities to use different methods of recording information.</li> <li>• Explain to pupils why you would choose to record information in a certain way. Discuss different ways to record information and why one method might be preferred in certain contexts.</li> </ul> <p><i>How could we record this information for our readers? Thinking about the type of information it is, which would be the best way to record it? Why might we use this particular way of recording the information?</i></p>   |

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| <p>Pupils can manipulate the information they have read in fiction and non-fiction texts to pose their own retrieval questions in a range of ways.</p> | <ul style="list-style-type: none"> <li>• True understanding of the information and the reading skill is shown when children can apply it to creating their own questions.</li> <li>• This is a great assessment opportunity and can highlight any misconceptions still present in a pupil's understanding.</li> <li>• Model how to create questions for a passage of text, using all the different question types.</li> <li>• Use this as an effective way to challenge pupils who appear to find it easy to answer the fact retrieval questions they have been given.</li> <li>• Consider carefully the text you give pupils to create their questions. It needs to have enough material for the children to be able to manipulate.</li> </ul> <p><i>From this text, what questions could we ask a reader? Could we create a matching/ordering/table question from this information? What do you think you might be asked after you had read that text? Can you create a question that could help deepen someone's understanding of the text?</i></p>   |
| <p>Pupils learn to vary reading strategies they use and the way they answer according to what is expected of them by the question</p>                  | <ul style="list-style-type: none"> <li>• This element concerns pupils understanding the way in which they need to tackle a text in order to answer the question effectively and efficiently.</li> <li>• They need to learn how to decide on the reading strategy they will use: scanning, skimming or reading closely for information. Do they need to underline parts of the text? Do they need to make direct reference to the text?</li> <li>• Within fact retrieval, the different question types might require different strategies in order to find the best answer.</li> <li>• Modelling, and encouraging the pupils to use, the 'thinking out loud' strategy will help develop this aspect of reading. If pupils can explicitly understand the strategies the teacher would use to answer a question, the more likely they are to be able to make those choices themselves.</li> </ul> <p><i>What is this question expecting of us? Would it be better for us to scan, skim or read closely? Are there keywords I can use to help me decide on my strategy? Is there a set method/strategy</i></p> |

*I can use to tackle this question? What are the different strategies available to me for answering this question?*



## Inference

EYFS – demonstrate an understanding of what they have read

1d – make inferences from the text

2d – make inferences from the text/explain and justify inferences with evidence from the text

Inference, simply put, is a child's interpretation of a text which goes beyond what the author has literally written.

It is important to remember that a wider general knowledge and a competent memory will support inference skills, as well as an ability to create mental images.

Inference requires the reader to piece together the clues given by the writer with their own understanding of the world. This can be difficult for children to do and needs to be heavily supported, particularly for those at the beginning of their reading journey.

It is important that when children are expected to infer from something that you have activated their prior knowledge on the subject matter. Children should be exploring basic fact retrieval on the matter before being asked to infer. Spending learning time doing this before inferring activities will be highly beneficial.

The types of inferences and examples of these are in the PiXL document: Progression in Inference.

This is saved in English > Progression in Reading Skills > PiXL Inference PowerPoints.

Y2 – Y6 inference support PPTs also saved there.



|  | Strategies/Probing Questions  |
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| Much of the progression within inference is linked to the difficulty of the text/image/video. More complex texts with more advanced language will allow for deeper inferences to be made or the implications may be more subtle. |   |
| Pupils begin to make connections with their own experiences and things that they read or hear in stories.  | <ul style="list-style-type: none"> <li>• When reading stories to children or with them discuss how the situations or characters are similar to them.</li> <li>• Choose texts that will guarantee to stimulate discussions about the pupil's own experiences.</li> <li>• Children could draw pictures/write sentences that shows a similarity between themselves and a character.</li> <li>• Children could record a time when they were in a similar situation as found in their story.</li> <li>• Children could role-play the story but a version that matches their experiences.</li> </ul> <p><i>Do you think you are like any of the characters in our story? How are you the same as them, how are you different to them? Have you ever been to visit a [X]? Have you ever experienced a time when this happened? What happened? What did you do?</i></p> |
| Pupils begin to make very simple inferences about what a character might be doing or feeling from a picture.   | <ul style="list-style-type: none"> <li>• Supply children with an image(s) featuring a character which shows obvious feelings/actions.</li> <li>• Hold discussions about different feelings and when we might feel these emotions. Explore how we express our feelings.</li> <li>• Matching activities where pupils match a picture of a character to the most appropriate feeling.</li> <li>• Role-play different feelings and how to show them. Photograph the pupils so that they can look back and recognise the feelings in themselves.</li> </ul> <p><i>Have you ever felt sad/happy/scared, etc.? What do you do when you feel these things? How might this person be feeling? What do you think they are doing? Which of these pictures shows someone who is feeling [X]?</i></p>  |
| Pupils begin to make connections about information within a sentence. <i>E.g., 'Bailey chewed the bone his owner had given him',</i>   | <ul style="list-style-type: none"> <li>• Ask direct questions about the sentence and to whom any pronouns may be referring.</li> <li>• Discuss sentences with more than one character mentioned and explore which character any pronouns would be referring to.</li> </ul>  |

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| <p><i>the reader has to recognise that the pronouns 'his' and 'him' refer to Bailey.</i></p>  | <ul style="list-style-type: none"> <li>• Make links to writing and avoiding confusion. E.g. if two male characters are in a sentence then using the pronoun him could lead to confusion.</li> </ul> <p><i>In this sentence, who does the word 'him' mean? How many characters are mentioned in this sentence? How many different ways is [X] referred to in these sentences?</i></p>   |
| <p>Pupils understand the roles or positions of items/characters in a text. <i>E.g., 'Bailey buried his bone beneath his kennel', the reader has to understand that the kennel represents a location in the narrative.</i></p> | <ul style="list-style-type: none"> <li>• Question the pupils about the scene created by each sentence. Discuss any characters, places, objects mentioned.</li> </ul> <p><i>Do we know anything about the position of a character or object in this sentence? What information about the object or character are we given?</i></p>  |
| <p>Pupils can discuss and suggest how a character is feeling based on their actions or what they have said.</p>   | <p><b>Activities can be done from text/image/video/sounds. These different stimuli are not linear in progression. It depends on the complexity of the text/image/video.</b></p> <ul style="list-style-type: none"> <li>• Look at images with characters displaying obvious emotions. Discuss what they are feeling and how we can tell.</li> <li>• Give children images and ask them to create speech bubbles for what the characters might be saying.</li> <li>• Discuss a piece of text and explore how a character is feeling based on what they have done.</li> <li>• Play some speech from a character from a book. How do they feel?</li> <li>• Play matching games with sentences from text and feelings words.</li> <li>• Complete a feelings graph, charting the different emotions of a character at different points in the text/video.</li> <li>• When reading aloud, discuss how we know how to use expression linked to the characters' feelings.</li> </ul> <p><i>How does the character feel? What actions are they using to show this? Does what they have said suggest anything about their feelings? If a character did/said this, how might they be feeling?</i></p> |
| <p>Pupils can answer 'Why?' and 'How?' questions from non-fiction texts when the</p>  | <p><b>Great for links to the wider curriculum.</b></p>   |

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| <p>information is implied and not directly stated.</p>  | <ul style="list-style-type: none"> <li>• It is important to activate children's prior knowledge about the topic to give them a foundation upon which to make inferences.</li> <li>• Look at non-fiction texts and discuss things that we need know about the world that isn't directly stated in there.</li> <li>• Ask questions such as, 'Why would the Vikings have to come to England via boat?'</li> <li>• Read non-fiction texts like biographies, autobiographies, and encyclopaedia and discuss what certain words/phrases/sentences <b>suggest</b> about the person/civilisation/country/animals, etc.</li> <li>• Pose questions during discussions in foundation subjects such as, 'How do we know that...?', 'Why might this happen...?'</li> <li>• Use inference questions from standardised tests to help with the phrasing of inference questions for non-fiction.</li> </ul> <p><i>How do we know that X acted in this way? Why might this animal be considered X? What does this suggest about the country? What does this word suggest about this civilisation?</i></p>                             |
| <p>Pupils can discuss the feelings, actions and behaviour of characters and justify views using evidence directly from the text or image. <i>E.g. I know they are upset because it says in the text that they sobbed quietly.</i></p> | <p><b>Again, use images, videos and text to engage children.</b></p> <ul style="list-style-type: none"> <li>• This element is focusing on the evidence the children give to support their inference. It is the, '<b>How do you know?</b>' aspect of justifying an inference.</li> <li>• Begin by exploring the range of feelings someone might experience and what these feelings mean.</li> <li>• Discuss shades of meaning within these feelings (when and where appropriate). E.g. upset is not as extreme as distraught.</li> <li>• Explore with the children how people might behave when they experience those emotions/feelings. These actions and behaviours will be the basis of our evidence for the inference.</li> <li>• Use working walls to display different emotions and the action that displays that emotion (photographs of the children, images from picture books, etc.)</li> </ul> <p><i>Can you name different emotions someone might feel when X happens? How did you feel when X happened to you? How did you act when you felt X? What did this character do that shows they felt</i></p> |

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|  | <p><i>X? What action from the character showed you that they felt X? How did you know they felt scared and not excited?</i></p>  |
| <p>Pupils are able to understand a character's thoughts or ideas and can justify their answers using evidence from the text/image.</p> | <ul style="list-style-type: none"> <li>• Similar to feelings but now thinking about what a character could be thinking rather than feeling.</li> <li>• Encourage children to, '<b>Thought Track</b>' for a character during drama work. Children step out of the role play to explain their character's thoughts and how they would show these thoughts.</li> <li>• Children to complete thought bubbles for characters in a scene/picture.</li> <li>• Provide children with scenarios and ask them to discuss what they might be thinking about at certain points.</li> <li>• Children to explain <b>how they knew</b> that a character might be thinking in that way.</li> </ul> <p><i>If you were X in this situation, what might you be thinking? What does the character do that might give us a clue about what they are thinking? When you thought about doing X, how did you act? If they were thinking this, would you act in this way?</i></p>       |
| <p>Pupils can empathise with a character's motives and behaviour. Why is the character behaving/speaking/thinking in this way?</p>     | <ul style="list-style-type: none"> <li>• This is now the shift to, '<b>Why?</b>' is a character acting in a certain way.</li> <li>• Note: children do confuse, 'How do you know?' and 'Why?' so it is important we continue to make these as explicit as possible.</li> <li>• Discuss the events of the story/extract/situation and how they might make someone feel. What has happened that would make someone scared?</li> <li>• Could use examples such as a character is on trial, what reasons would they give for their actions?</li> <li>• Link to children's own experiences. When this happened, how did you feel and why did you feel like that?</li> </ul> <p><i>Why do you think the character is feeling this way? What has caused that feeling for the character? When you experienced X, how did you feel? What had happened that made you feel this? If you had to justify your actions or feelings, what would be the reasons for it?</i></p> |
| <p>Pupils can make inferences about more abstract concepts such as suggestions, impressions and opinions.</p>                          | <ul style="list-style-type: none"> <li>• Look at what we mean by an impression of someone or something.</li> <li>• Link this to artwork. What impression do we get of this artist because they have painted X?</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Discuss characters that are clearly opposites. What impression do we get of each one and why? How do you know that X is the good character and X is the bad character?</li> <li>• Create profiles for a scary/evil/good/kind character. What sort of things do they do and how do they act that suggests their character?</li> <li>• Discuss the terminology of suggestion. Explore the fact that this means something will not be outright stated but instead will be implied.</li> <li>• Through discussion, allow children to explore how they feel about certain characters, situations or places and what it was that made them feel that way.</li> <li>• Look at figurative language and what that suggests about the character or situation.</li> </ul> <p><i>What impression does X give you? Is it a positive or negative impression? What are they doing that gives you that impression? If someone was an X character, what would they do to show that? What is being suggested by this person that they are not actually saying? How do you feel about character X? Why do you think they have made you feel that way?</i></p>  |
| Pupils can fully explain their views with reasons and evidence from the text, paired with their own understanding of the world and experiences. | <ul style="list-style-type: none"> <li>• Children are now able to give well-rounded answers to inference questions and use things directly from the text combined with their own knowledge of the world to help make a solid inference.</li> <li>• They can explain exactly what they have inferred about a character/person/situation/place using effective evidence that supports their point.</li> <li>• Encourage lots of discussion linked to children's own understanding of the world and their experiences and how it relates to the text.</li> <li>• Explore when children's experience <b>is not</b> linked to the text or relevant to that point and therefore would not work as an answer.</li> <li>• Encourage children to <b>state the obvious</b> in their answers and make sure they have made their point explicit to the reader. <i>'It says in the text...so I say....because...'</i></li> <li>• <b>UKS2 (mainly Y6)</b> Complete 3 mark questions using points, evidence and explanations. Look at different ways in which 3 marks can be achieved.</li> </ul> <p><i>Why do you think that? What about the text led you to believe that? What do you understand about the world that makes you think this? So what...?</i></p> |

